

Turning Around Chronically Low-Performing Schools

Professional Development Module
Montana Office of Public Instruction

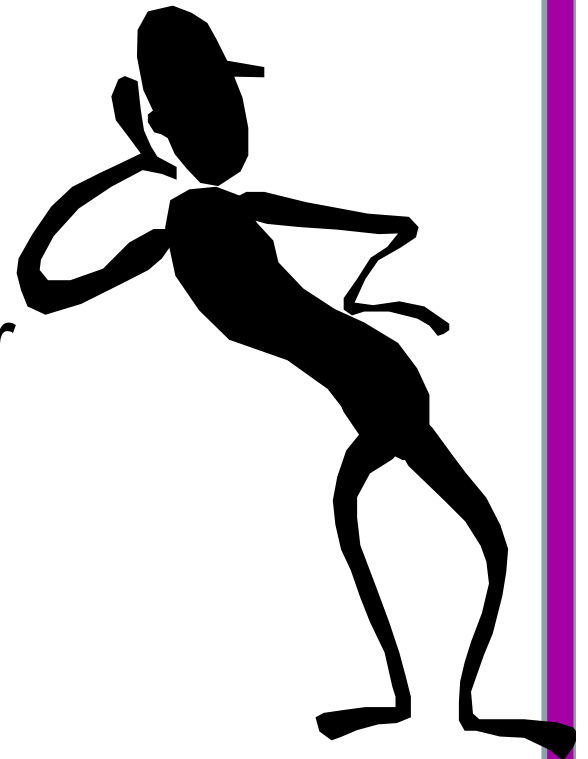


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Group Norms

Listening: SLANT
Cell phone reminder
Conversations
Breaks



Bathroom location



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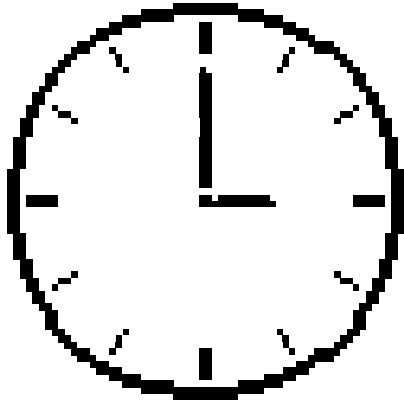
Activity

- “ Ball game
- “ Participant outcomes



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Appointment Clock



- “ We will use this appointment clock throughout today for partnering and grouping activities.
- “ **ONE** appointment can be made with someone from your table.
- “ The remaining appointments should be made with a person from another table.



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Turning Around Chronically Low-Performing Schools

School turnaround is a process for helping chronically struggling schools raise student achievement dramatically and quickly, within one to three years. A practice guide from the Institute of Education Sciences recommends four school turnaround practices.

Improved Leadership



- Hire new leader from inside or outside the system, or change leadership practices.
- Communicate clear direction and expectations.
- Demonstrate instructional leadership and accessibility.
- Establish connections with the community.

Quick Wins



- Identify areas that matter for rapid change.
- Develop strategies for accomplishing goals quickly.
- Consider goals set by other schools that led to quick wins.

Committed Staff



- Recruit new staff.
- Assess the strengths and weaknesses of staff.
- Redeploy or reassign staff as needed.
- Replace teachers who actively resist the change.

Focus on Instruction



- Examine school-, classroom-, and student-level data.
- Provide targeted and intensive professional development.
- Modify instruction and provide interventions.
- Track progress and make adjustments.



Doing What Works Format

- ” Practice Summary
- ” Learn
- ” See
- ” Do



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DOINGWHATWORKS

Topic: *Turning Around Chronically Low-Performing Schools (ST)*

Practice: *Signal the need for dramatic change with improved leadership. (Improved Leadership)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Signaling the Need for Dramatic Change With Strong Leadership</i> Multimedia Overview 8:38 min	<ul style="list-style-type: none">• Strong leaders communicate expectations and strategies to the staff through inspiration, encouragement, and connections between the school and the community.• Strong leaders share responsibilities, take risks, and implement new practices.• Strong leaders continually monitor progress, provide feedback, and make adjustments to instruction.• Strong leaders need to be accessible to staff, parents, and the community.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Signaling Change</i> Expert Interview 3:56 min	Bryan Hassel, Ph.D. Public Impact	<ul style="list-style-type: none">• Dr. Hassel describes the importance of strong leadership in school turnaround and the role that principals play in signaling the need and direction for change.• Turnaround leaders must personally analyze data to pinpoint the big problems.• Successful leaders need to be willing to break norms, rules, and traditions.• Leaders must make clear that change is mandatory.• Turning around a school can start with high-visibility "quick wins" to show the staff and community that change is possible and to build momentum.
<i>Supporting and Developing Turnaround Leaders</i> Expert Interview 6:25 min	Bryan Hassel, Ph.D. Public Impact	<ul style="list-style-type: none">• Principals must take responsibility for existing problems. Newly hired principals must learn about existing relationships and politics.• Districts must give schools the freedom to build the team and allocate time to get results and support principals meeting resistance. Districts should also monitor progress.• Turnaround leadership requires special skills.



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The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it. +--Michelangelo



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Media Overview: Turning Around Chronically Low-Performing Schools



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Recommended Practice: Signal the Need for Dramatic Change With Improved Leadership



Key Concepts



- “ Appoint a new principal to change leadership practices
- “ Signal change with current principal by radically changing leadership practices
- “ Publicly announce changes and anticipated actions



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Media Overview:

Signal the Need for Dramatic Change with Improved Leadership



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Signal the Need for Dramatic Change with Improved Leadership

LEARN:

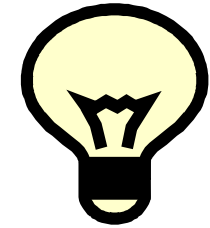
- ” View Expert Interview:
Signaling Change
- ” Bryan Hassel, Ph.D.
Co Director, Public Impact



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Activity: Video Reflection



1. In the video, Dr. Hassel stated that you almost never see a turnaround where there isn't that strong leader driving the process forward.+ Why is a strong leader so critically important in a turnaround process?
2. Discuss two methods that leaders use to signal change. Then, identify two specific actions to support each method.
3. What are quick wins+? Why are they so vitally important early on in a change effort?



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Signal the Need for Dramatic Change with Improved Leadership

SEE:

- ” Bringing in New Leadership
- ” Changing Leadership Practices



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Reciprocal Accountability

My authority to require you to do something you might not otherwise do depends on my capacity to create the opportunity for you to learn how to do it, and to educate me on the process of learning how to do it, so that I become better at enabling you to do it the next time.+

--Elmore, 2004, p. 69



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Signal the Need for Dramatic Change with Improved Leadership



SEE

Bringing in New Leadership:

- ” Slideshow with Audio: *Engaging Teachers and Students Through Strong Leadership*
- ” Dr. Jarvis T. Sanford, Principal
Dodge Renaissance Academy



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Signal the Need for Dramatic Change with Improved Leadership



SEE

Bringing in New Leadership:

” Video Interview: *Establishing a Climate for Learning*

” Natalie Elder
Hardy Elementary School



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Signal the Need for Dramatic Change with Improved Leadership

SEE:

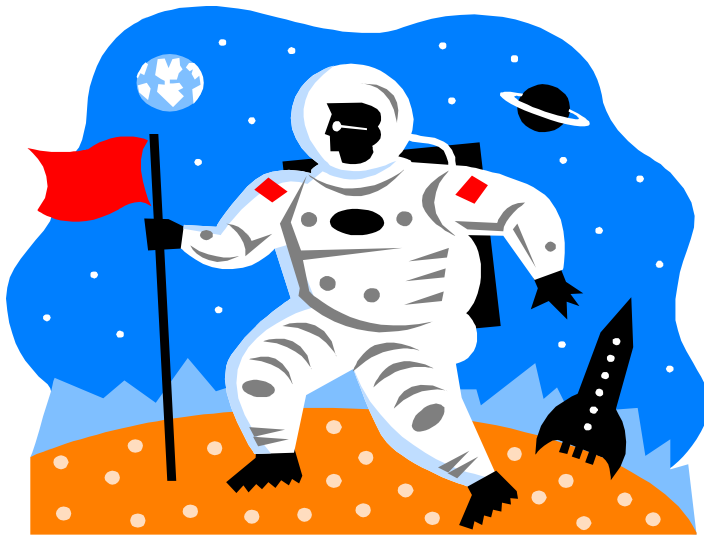
- ” Bringing in New Leadership
- ” Changing Leadership Practices



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Effort and courage are not enough
without purpose and direction.+

--John F. Kennedy



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What's Our Vision? Jigsaw

Waterford High School New Teacher Orientation Manual

- " 1: Overview of Mission, Vision, Principles, and Goals (separate handout)
- " 2s: Waterford HS Introduction, Mission Statement, and Vision
- " 3: Waterford HS ESLR
- " 4: Waterford HS 5 Pillars



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Signal the Need for Dramatic Change with Improved Leadership

SEE



Changing Leadership Practices:

- “ Video Interview: *The Five Pillars That Guide Change*
- “ Don Davis, Principal
Waterford High School



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Rethinking What We Are About

1. Assemble into same school groups.
2. Using Waterford High School as an example, work through the Rethinking What We Are About handout.
3. This will help you determine if your mission, vision, principles, and goals are clear, or if they should be redefined.



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Additional Helpful Tools

DO

Improved Leadership:

- ” District: Planning Template
- ” School: Planning Template
- ” Principal:
 - . Self-Reflection (existing principal)
 - . Leadership Needs Assessment (existing or new principal)



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Recommended Practice: Maintain a Consistent Focus on Improving Instruction



Key Concepts



- “ Examine school-level data
- “ Examine classroom-level data
- “ Examine student-level data
- “ Conduct a curriculum review
- “ Focus professional development on the areas of greatest need
- “ Track progress and make adjustments to instruction



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Media Overview: Maintain a Consistent Focus on Improving Instruction



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Maintain a Consistent Focus on Improving Instruction

LEARN:

- ” View Expert Interview:
*Differences Between Successful and
Unsuccessful Turnaround Efforts*
- ” Joseph F. Johnson, Jr., Ph.D.
National Center for Urban School
Transformation



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Activity: Video Reflection



1. Why is schoolwide implementation of a practice important? How does this relate to the idea of program fidelity?
2. What did Dr. Johnson mean when he said that when implementing a new instructional practice, schools must have a %clear notion of what is the real result that they're trying to achieve?+
3. Describe the analogy of %teaching like you're feeding the chickens.+ How can effective use of data help educators avoid this?



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Maintain a Consistent Focus on Improving Instruction

LEARN:

“View Expert Interview:
The Principal’s Role

“Joseph F. Johnson, Jr., Ph.D.
National Center for Urban School
Transformation



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Maintain a Consistent Focus on Improving Instruction

SEE:

- ” Set Goals
- ” Make Changes that Directly Affect Instruction
- ” Assess Progress and Make Adjustments



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Maintain a Consistent Focus on Improving Instruction

SEE

Setting Goals:

” *Audio: Additional Goals for
Improving Instruction*

” Brad Huebert and Melissa Bazanos,
Principals



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Maintain a Consistent Focus on Improving Instruction

SEE:

- ” Set Goals
- ” Make Changes That Directly Affect Instruction
- ” Assess Progress and Make Adjustments



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The Direction

There are many things that educators do to try to improve achievement in a low-performing school, but perhaps the most important is focusing on improving instruction— if instruction in classrooms stays the same, achievement will stay the same. So improving instruction is the core work of generating better results for children.

--Johnson, 2008

The manner in which a teacher presents lessons is as important as the instructional design underlying the content being presented.

--Carnine et al., 2006



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Effective Instructional Techniques

- “ Explicit teaching: Model, Practice, Check
- “ Clear signaling
- “ Appropriate pacing
- “ Sufficient wait/think time
- “ Practice opportunities
- “ Monitoring/Checks for Understanding
- “ Error correction
- “ Positive academic reinforcement



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Effective Questioning

Less hand raising = increased participation

Why?



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Five Step Method for Effective Questioning

1. Ask question
2. Provide think time
3. Frame answer (as necessary)
4. Students prepare; teacher monitors
 - . Think/Pair/Share, Look/Lean/Whisper, Turn and Talk
 - . Small Group Share
 - . Think/Write/Show (white boards)
5. Call on student(s): non-volunteers



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--Cole, 2008

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Maintain a Consistent Focus on Improving Instruction

SEE

**Making Changes That
Directly Affect Instruction:**



- “ Video: *Improving High School Instruction*
- “ William Frey, Science Department Chair
Waterford High School



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%Quality is never an accident;
it is always the result of high intention,
sincere effort, intelligent direction, and
skillful execution; it represents the wide
choice of many alternatives.+

--Willa Foster



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Establish Instructional Norms

NORMS can be useful to a staff **IF**

- “ High quality training and professional development occurs around all instructional strategies included in the norms
- “ The norms are jointly developed and owned by each team member
- “ They are constantly reviewed, referred to, and used for monitoring and observations
- “ Instructional conversations center around the strategy and students' understanding of content as a result of the strategy



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Classroom Connection: Effective Routine for Using Whiteboards



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Maintain a Consistent Focus on Improving Instruction

SEE:

- ” Set Goals
- ” Make Changes That Directly Affect Instruction
- ” Assess Progress and Make Adjustments



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Maintain a Consistent Focus on Improving Instruction

SEE

**Assess Progress and
Make Adjustments:**

- ” Video: *Instructional Tours*
- ” Don Davis, Principal
Waterford High School



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Instructional Tours: Discussion Questions

1. How does the Walk-In Observation form help to frame instructional tours, both for those observing and those being observed?
2. Principal Don Davis states that %There is trust here. It's not evaluative.+ How might instructional tours help to build trust among staff? Before beginning instructional tours, what would a staff need to make sure is in place so that tours don't become evaluative?
3. How might instructional tours also help to build consistency of instruction among classrooms? Why is this consistency beneficial for students?
4. How might instructional tours help to promote team collaboration?



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Additional Helpful Tools

DO

Making Changes That Directly Affect Instruction:

- “ Curriculum Mapping Tool
- “ Planning Tool for Classroom Observations
- “ Using Data to Improve Instruction



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Concluding Reflection: Maintain a Consistent Focus on Improving Instruction

- “ Look at the examples/ideas you've written in each category of your chart.
- “ Star one item under examples/idea for each category that you think you would like to take back to your school (total of six stars).
- “ Then, narrow it further by looking at your six starred items; circle two that you would like to implement immediately.
- “ Reflect: What actions will you need to take for implementation to occur?



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Recommended Practice: Make Visible Improvement Early in the School Turnaround Process



Key Concepts



- “ Consider goals that have worked in other turnaround schools
- “ Pick a viable goal
- “ Develop an efficient strategy



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Media Overview:

Make Visible Improvement Early in the School Turnaround Process



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Make Visible Improvement Early in the School Turnaround Process

LEARN:

- ” View Expert Interview:
Motivating Reform With Quick Wins
- ” Sam Redding, Ph.D
Center on Innovation and Improvement



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Make Visible Improvement Early in the School Turnaround Process



SEE

- ” Slideshow with Audio: *Examples of Quick Wins*
- ” Andrew Calkins
Mass Insight Education and Research
Institute



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Make Visible Improvement Early in the School Turnaround Process

SEE

- ” Slideshow with Audio:
Increasing Time on Task
- ” Don Davis, Principal
Waterford High School



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Additional Helpful Tools

DO

Quick Wins:

- “ Quick Wins Observation Tool
- “ Planning for Implementation of Quick Wins



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Sticky Note Reflection



- “ You’ve learned a lot about quick wins and how important they are early in the turnaround process.
- “ At this point, what do you consider to be your immediate next step in this area? In other words, what immediate action must you take to begin to move in the direction of implementing quick wins?
- “ Write down this action on a sticky note.



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Recommended Practice: Build a Staff Committed to the Turnaround Process



Key Concepts



- “ Recruit new staff
- “ Evaluate the strengths and weaknesses of the staff
- “ Redeploy staff
- “ Replace teachers who actively resist the change



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Media Overview: Build a Staff Committed to the Turnaround Process



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Build a Staff Committed to the Turnaround Process

LEARN:

- ” View Expert Interview:
Understanding and Meeting Staffing Needs
- ” Julie Kowell, Researcher
Public Impact



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Build a Staff Committed to the Turnaround Process

LEARN:

- “ View Expert Interview:
Developing a Climate for Change
- “ Julie Kowell, Researcher
Public Impact



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Activity: Member Roles

- “ Facilitator
- “ Time Keeper
- “ Recorder
- “ Engaged participant



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Build a Staff Committed to the Turnaround Process

SEE:

- ” Selecting, Reassigning, or Releasing Staff
- ” Building Staff Unity and Commitment



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Build a Staff Committed to the Turnaround Process



SEE

Selecting, Reassigning, or Releasing Staff:

” Video Interview: *Reconstitution:
Reinvigorating Teacher Practices*

” Nancy Zima-Gentry, Patrica Harvey,
Vonetta Maston

Teachers, Hardy Elementary



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Build a Staff Committed to the Turnaround Process

SEE:

- ” Selecting, Reassigning, or Releasing Staff
- ” Building Staff Unity and Commitment



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Build a Staff Committed to the Turnaround Process



SEE

Building Staff Unity and Commitment

” Video Interview: *Building a Sense of Community*

” Irene Williams, Principal
Fairfield Court Elementary



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Additional Helpful Tools

DO

Build a Staff Committed to the Turnaround Process:

- “ Knowledge and Skill Inventory
- “ Interview Planning Tool



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Culminating Activity: Acrostic Summary

T-U-R-N-A-R-O-U-N-D



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Good to great transformations never happened in one fell swoop. There was no single defining action, no grand program, no one killer innovation, no solitary lucky break, and no wrenching revolution. Good to great



comes by a cumulative process. step by step, action by action, decision by decision, turn by turn of the flywheel. that adds up to sustained and spectacular results.



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-- Jim Collins, 2001

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References/Resources

- “ Doing What Works: <http://dww.ed.gov/>
- “ National Mathematics Advisory Panel Final Report: <http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>
- “ Montana Office of Public Instruction Content Standards: <http://www.opi.mt.gov/Curriculum/Index.html>



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